

# Effective teacher - Teaching Assistant partnerships

A starting point for discussion

This document shares a number of effective TA classroom practices, informed by the 52 research studies included in our systematic review. This document offers a starting point for discussions between a teacher and TA to inform their on-going communication and decision-making to support the learning of all pupils.

## Agreeing expectations

### Consider:

- The TAs position during the lesson, including whether they will assist specific pupils or move around to provide general prompts, allowing the teacher to focus on a targeted group.
- How to provide 'least support first' appropriate to the lesson - prompting, clueing, modelling or correcting as appropriate to pupils' needs – and which resources may be needed for this.

## Possible actions for the teaching assistant

### Supporting high-quality teaching and learning:

- Scribe key ideas/vocabulary on the class whiteboard during whole class input.
- Support all pupils to attend to the class teacher during whole class input.
- Circulate and prompt across the whole class so the teacher can provide support for target pupils/lead flexible groups.
- Note pupil progress and feedback to the teacher.
- Support pupils to consider their knowledge of the task they're doing, the strategies they should use and the personal qualities they need to show.
- Model correct use of visual, verbal or written scaffolds that support pupils' independence (e.g., a number line or vocabulary list), including through creating 'live scaffolds' (e.g., key words on a mini-whiteboard).
- Repeat key learning points and important vocabulary, to emphasise what needs to be learned.

### Promoting social-emotional learning:

- Provide positive reinforcement of good behaviour.
- Redirect and respond to behaviour.
- Build supportive relationships with pupils.

### Complementing high-quality teaching with carefully chosen interventions:

- Lead out-of-class interventions\*.
- Pre-teach upcoming content or lead retrieval tasks with small groups.
- Provide 'same-day' targeted support to address misconceptions in preparation for future teaching.

\* Out-of-class interventions can remove pupils from high-quality teaching and peer interactions. When used, they should be linked to classroom learning, closely targeted to pupils' learning gaps and time-limited.